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ABSTRACT

ERIC abstracts on collective negotiations and the administrator, announced in RIE through July 1972, are presented. The key terms used in compiling this collection are "administrative personnel," "collective bargaining," and "collective negotiation." The documents present materials on tactics of the negotiation process, roles of principals and administrators, management teams and demands, simulated sessions, and effective strategies for handling impasses. The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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AASA

ERIC Abstracts on:

Collective Negotiations and the Administrator

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Collective Negotiations and the Administrator

Compiled by

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Philip K. Piele
Director

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INTRODUCTION

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To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on collective negotiations and the administrator, the index terms used are ADMINISTRATIVE PERSONNEL, COLLECTIVE BARGAINING, and COLLECTIVE NEGOTIATION. The documents present materials on tactics of the negotiation process, roles of principals and administrators, management teams and management demands, simulated sessions, and effective strategies for handling impasses. The listing is complete for all issues of RIE through July 1972 and includes documents processed by this and other clearinghouses.

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1. American Association of School Administrators. The School Administrator and Negotiation. Washington, D.C.: 1968. 84 pages. ED 021 329 MF $0.65 HC not available from EDRS. (Available from AASA, Room 220, 1801 North Moore Street, Arlington, Virginia 22209, $0.50.)

   The growing importance of negotiation in education requires superintendents to be informed about five key issues inherent in the educational process: the applicability of the industrial negotiation model, the principle of accountability, the superintendent as a participant or chief negotiator, the scope of negotiation, and the delegation of authority and responsibility for negotiation. The rationale for negotiation is discussed in terms of the range of attitudes toward negotiation, climate of acceptance or rejection, the nature of interests involved in the negotiation process (teachers, board of education, administration, the public), state laws on negotiation, role definition of participants, and diverse models for negotiation. Preparation involves recognizing the school system's structure, collecting negotiation data, and assembling an updated negotiation data guidebook for each member of the team. Superintendents should have knowledge of specific procedures (that is, site selection, ratification, and subsequent sessions) and be aware of potential developments of negotiation in education.

2. American Association of School Administrators. Critical Incidents in Negotiation. Washington, D.C.: 1971. 101 pages. ED 057 503 MF $0.65 HC not available from EDRS. (Available from AASA, 1801 North Moore Street, Arlington, Virginia 22209, $3.00 single copy, quantity discounts.)

   This report presents imaginary dialogues between a management team and an employee team and critiques the dialogues to emphasize the significance of situations and episodes that can hasten or hamper a settlement at the negotiation table. Three critical incidents are studied within each of the five developmental phases of the negotiation process: procedural decisions, preliminary resolutions, substantive determinations, culminating actions, and final settlements. The conclusion discusses competencies that administrators should cultivate.

3. Chanin, Robert H. Negotiation in Public Education: Developing a Legislative Framework. Denver: Education Commission of the States, 1969. 35 pages. ED 033 479 MF $0.65 HC $3.29. (Also available from Education Commission of the States, 822 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203, $1.00.)

   Prior to drafting state legislation pertaining to collective negotiation in education, it is necessary to understand the essential differences

between public and private employment and to determine whether teachers should be included under a statute covering many categories of public employees or whether they should receive separate statutory treatment. Following this determination of the general legislative approach, several decisions must be made concerning the following content areas of the statute: rights and obligations of employers and employees, structure of the negotiating unit, type of recognition, ascertainment of employee choice, scope of negotiation, negotiation impasse, and strikes and penalties.

4. Dubel, Robert Y. "Essential Ingredients of a Modern Grievance Procedure." Paper presented at the annual meeting of the American Association of School Administrators, Atlantic City, New Jersey, February 17, 1969. 9 pages. ED 027 640 MF $0.65 HC $3.29.

   A grievance procedure should be viewed more comprehensively than most experts see the process. It is a vehicle that permits an employee to seek redress from a possible misapplication, misinterpretation, or alleged violation of state laws, the policies of a board of education, or the administrative rules and regulations designed to implement such policies. A grievance procedure should include the following ingredients: (1) a statement that it will be administered fairly and used only when other means fail; (2) a statement that its purpose is to minimize misunderstandings and promote positive staff morale; (3) clarity of all relevant definitions; (4) inclusion of at least four administrative levels of grievance procedures--principal, assistant superintendent, superintendent or his designated representative, and board of education; (5) a stipulation that during the appeal process the grievant must conform to the administrative supervisor's directive or action that caused the grievance, and (6) a statement that the grievant may be accompanied by counsel. The procedure should not require that the grievant's complaint first be processed by a committee on professional rights and responsibilities named by the local education association. If arbitration becomes necessary, the cost should be borne equally by employer and employee.

5. Educational Service Bureau, Inc. Negotiating Salaries, Volume I. Alexandria, Virginia: 1969. 54 pages. ED 055 340 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $6.95.)

   This book (Volume I of a two-volume report) deals with concepts important to the effective negotiation of salaries in public schools. The discussion covers compensation patterns in education, goals and pressures affecting teacher negotiators, salaries in relation to other benefits and proposals, extra pay for extra duties and merit

pay, and the position of both the negotiators for the administration and the school board on entering negotiations.

6. Educational Service Bureau, Inc. Negotiating Salaries, Volume II. Alexandria, Virginia: 1970. 51 pages. ED 055 339 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $6.95.)

   This book (Volume II of a two-volume report) discusses specific strategies and tactics that can be employed to reach an agreement on salaries at the bargaining table. Although strategies and situations may vary from case to case, this report focuses on those principles and approaches essential to any good bargaining procedure. The discussion covers public versus private negotiations; tactics in salary proposals, counter proposals, and impasse evasion; give-and-take on money items; and reaching agreement.

7. Educational Service Bureau, Inc. Laws and Proposals Affecting Public School Negotiations. Volume I: Guides and Proposals for Legislation. Alexandria, Virginia: 1970. 62 pages. ED 055 337 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $4.95.)

   This book (Volume I of a two-volume report) gives the current policies and texts of legislation proposed by the National Education Association, American Federation of Teachers, National Congress of Parents and Teachers, and the Education Commission of the States. President Nixon's Executive Order covering bargaining in federal employment is included because of its probable influence on practice and legislation in other public employment.

8. Educational Service Bureau, Inc. Laws and Proposals Affecting Public School Negotiations. Volume II: State Bargaining Laws Covering School Employees. Alexandria, Virginia: 1970. 144 pages. ED 044 775 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $7.95.)

   This book (Volume II of a two-volume report) is a compilation of state laws providing collective bargaining rights for public school teachers. It is intended as background information for the growing numbers of school management personnel, board members, and teacher organization leaders who must deal with one another in collective bargaining. Statutory citations and laws are quoted for each of the twenty-four states that have enacted some form of legislation regarding collective bargaining for public school teachers.

9. Gilroy, Thomas P., ed. Dispute Settlement in the Public Sector. Research Series I. Iowa City: Center for Labor and Management, University of Iowa, 1972. 64 pages. ED 060 565 MF $0.65 HC $3.29. (Also available from Center for Labor and Management, College of Business Administration, Phillips Hall, University of Iowa, Iowa City, Iowa 52240, $3.00 single copy, quantity discounts.)

A series of articles in this report discusses two areas of dispute settlement--negotiation impasses, and representation and unit determination problems. Arvid Anderson concentrates on the growing utilization of compulsory binding arbitration and reviews its present use. Harold Davey discusses the principles of effective conflict resolution and emphasizes the use of mediation and fact-finding in contract negotiation dispute settlement. Thomas Gilroy points up the need for finality in dispute settlement where the strike is not allowed and offers as a possible alternative "final selection" or "either/or" arbitration. Drawing upon his experience, Morris Slavney examines the problems of representation and the establishment of bargaining units.

10. Goodwin, Harold I., and Carlton, Patrick W., eds. Above the Salt: Militancy in Education. Proceedings, Mont Chateau Conference on Collective Negotiations in Education (Morgantown, W. Va., March, 1968). Charlestown: West Virginia Education Association, 1968. 79 pages. ED 029 361 MF $0.65 HC not available from EDRS.

A conference report on militancy in education contains papers presented by experts in collective negotiations and seeks to present a balanced point of view by involving teacher organization representatives, school administrators, school board members, and university faculty members. Topics covered include problems in professional and nonprofessional staff-board negotiations, relevance of private sector experience to teacher bargaining, role of state education associations, role of the American Federation of Teachers, the future of teacher negotiations, the anatomy of militant professionalism, rights and responsibilities of the various participants in negotiations, teacher militancy in New York, teacher-administrator-board salary negotiations in Oregon, negotiations in Montgomery County, Maryland, and negotiations in Canada. A panel discussion and conference summary are included.

11. Horvat, John J. Professional Negotiation in Education: A Bargaining Game with Supplementary Materials, Instructor's Manual, First Revised Edition. Columbus, Ohio: University Council for Educational Administration, 1968. ED 017 065 Document not available from EDRS. (Available from Charles E. Merrill Publishing Company,

1300 Alum Creek Drive, Columbus, Ohio 43216, 190 pages. $7.50)

Using game theory to prepare participating personnel for effective professional negotiation in education, three forms of collective bargaining are simulated--one for a four-to-eight-hour time period, a second for a two-to-four-day time period, and a third for a one-to-three-week workshop or seminar. The longer forms present more background materials, more issues to be negotiated, and provisions for more intensive and extended investigation and evaluation of the processes, behaviors, outcomes, and issues involved. The basic gaming unit is composed of two teams of two men each, one team representing the board of education-administration, the other representing the teachers. Gaming materials include a labor-management attitude questionnaire, information describing the simulated district, instructions to negotiators, issues for negotiation, statements of positions, and final terms of agreement forms. Postsession evaluation directions include procedures for rating agreement-participant satisfaction and applying interaction process analysis by both professor and students to the analysis of negotiation session tapes.

12. Kleinmann, Jack H. "The Superintendent and Grievance Procedures." Paper presented at the annual meeting of the American Association of School Administrators, Atlantic City, New Jersey, February 17-21, 1968. 14 pages. ED 021 341 MF $0.65 HC $3.29.

The process of grievance adjustment between teachers and administrators is misunderstood. The problem is treated under four main headings: (1) purposes and characteristics of effective grievance procedures, (2) status of grievance procedures in education, (3) relationship of grievance procedures to professional negotiation procedures, and (4) pertinent topics related to the grievance adjustment process. Appropriate grievance procedures are regarded as essential to the effective operation of a school system, whether or not a professional negotiation procedure is in effect. Related topics include the small school system, the "open door" policy, the grievance rate, roles of participants in the grievance process (principal, arbitrator, school board, grievance representative), and the question of exclusive representation.

13. Moskow, Michael H., and others. "The Economic Basis of Multilateral Bargaining in Public Education." Paper presented at annual meeting of the American Educational Research Association, Los Angeles, February 1969. 9 pages. ED 028 524 MF $0.65 HC $3.29.

Collective bargaining in public education differs significantly from collective bargaining in private industry. Whereas in the private

sector bargaining tends to be bilateral between employers and employee organizations, in education it tends to be multilateral (more than two groups involved). An economic analysis of the two sources of demand for public education--user demand for direct personal benefits of education and nonuser demand for social benefits of education--provides an explanation of this difference. User demand tends to be more intensive and less sensitive to changes in cost than nonuser demand. These conflicting demands must be reconciled by a political process, because shares of the cost of public education are not related to the use of, or the direct benefit derived from, the system. When collective bargaining on salaries occurs, the reconciliation of these demand interests is often reflected in multilateral bargaining. This derives from the nature of a public good for which no reasonably priced alternative is available. With private goods, the consumer can switch his demand to other suppliers if the price is too high, but with education all taxpayers are required to pay, regardless of whether they benefit directly from the service.

14. National Association of Manufacturers. When Management Negotiates. A Guidebook for Sound Collective Bargaining. New York: Industrial Relations Committee, 1967. 55 pages. ED 030 222 MF $0.65 HC $3.29. (Also available from National Association of Manufacturers, 277 Park Avenue, New York, New York 10017, $3.00.)

    This guide provides management with specific procedural and tactical advice for negotiating a labor union contract. The first ten chapters suggest management techniques for collection and evaluation of pertinent information, evaluation of past negotiation experiences, formulation of company proposals, selection and conduct of the company negotiating team, use of visual aids, and final preparation for negotiation. Questions concerning twenty-four typical negotiation issues are listed and impasse procedures and general "do's and don'ts" of bargaining are suggested. Appendixes include a checklist on cost of fringe benefits, definitions of union security terms, selected references on collective bargaining, and related National Association of Manufacturers publications.

15. National Education Association. Grievance Administration. Enforcing Teachers' Contract Rights. Washington, D.C.: Commission on Professional Rights and Responsibilities, 1971. 94 pages. ED 057 500 MF $0.65 HC $3.29. (Also available from Publications-Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, Stock Number 161-05098, free.)

Alternatives confronting teacher associations in collective negotiations--selection of a contract grievance procedure and choice of an organization for grievance administration--are considered in this report. The six major topics covered include: (1) postnegotiation questions, (2) grievance procedure, (3) grievance advocacy, (4) arbitration in grievance impasse, (5) specific functions of the local association, and (6) effects of grievance processing on associations and school systems. Appendixes include a sample grievance report form, the voluntary labor arbitration rules of the American Arbitration Association (AAA), the AAA demand for arbitration form, and the AAA submission to arbitration form.

16. Neal, Richard G., ed. Resolving Negotiations Impasses in Public Education. Alexandria, Virginia: Administrative Leadership Service, Educational Service Bureau, Inc., 1970. 64 pages. ED 048 658 Document not available from EDRS. (Available from Administrative Leadership Service, Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $4.95 single copy, quantity discounts.)

    The goal of this study is to help school management personnel become more knowledgeable about the nature of, and the means for, resolving negotiations impasses. Aspects of mediation and arbitration, and basic negotiating techniques that help school boards win arbitration cases are presented. Also included are a sample arbitration case report, information on sources of mediators and arbitrators, and the recommendations of a New York Governor's Committee on resolving negotiations disputes. The final chapter examines some disputes over the interpretation and implementation of state laws governing negotiations.

17. Neal, Richard G. Avoiding and Controlling Teacher Strikes. Alexandria, Virginia: Educational Service Bureau, Inc., 1971. 88 pages. ED 055 342 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $8.95.)

    Included in this report are suggestions for avoiding teacher strikes, and procedures for minimizing acrimony in the community and for maintaining board control over schools. For example, boards should understand the roots of teacher militancy. They should provide teachers with reasonable salaries and fully disclosed working conditions, an advisory voice in matters affecting their profession, the right to negotiate salaries and working conditions, and an effective grievance procedure. Boards and teachers should agree on procedures for negotiations and for resolving impasses. If an impasse is reached, the board must maintain a defensible position.

18. Nolte, M. Chester. Status and Scope of Collective Bargaining in Public Education. State-of-the-Knowledge Series, Number Six. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1970. 62 pages. ED 043 100 MF $0.65 HC $3.29.

The status of collective bargaining in education is traced from its origins to the present. Following a brief history of collective bargaining efforts, there is a comparison of the traditional and the collective-bargaining approaches to school personnel administration. Included is an extensive analysis of state collective-bargaining statutes and a discussion of grievance procedures. The document concludes that collective bargaining will probably remain a permanent fixture in school personnel administration. A bibliography of source material is appended.

19. Oberer, Walter E. "Public Education: Special Problems in Collective Negotiations--An Overview." Paper presented at Governor's Conference on Public Employment Relations, October 1968. 20 pages. ED 029 360 MF $0.65 HC $3.29.

Because of the advent of collective negotiations, public education will never again be completely in control of local school boards. Collective negotiations will probably improve the quality of education to the extent that higher salaries, smaller classes, better working conditions, and so forth coincide with the self-interest of teachers. The power accorded to teachers by collective negotiations can be crucial in professionalizing school teaching. If used selfishly, however, it can encourage mediocrity, inhibit educational quality, and defeat the purpose of professionalism. Local school boards are anachronistic in many respects. Collective negotiations may focus attention on such deficiencies and bring a more rational organization of local government along broad functional lines rather than along wholly political lines. The logic of broadening the unit base for collective negotiations does not seem to be congruent with developments in New York City's decentralization controversy. However, the problem in New York is identifying who in fact is the employer. A possible solution is overlapping bargaining--city-wide issues negotiated at the city level and local issues negotiated at the local level--in a manner similar to private industry.

20. Openlander, Stuart L. "What Are the Ingredients in the Recipe for Successful Negotiations with Teacher Groups?" Paper presented at the annual meeting of the American Association of School Administrators, Atlantic City, New Jersey, February 17-21, 1968. 11 pages. ED 021 340 MF $0.65 HC $3.29.

Basic ingredients of a successful negotiations process in education include adapting the procedure to the time schedule of the district and personnel concerned, establishing an agenda of items to be negotiated, sharing factual information, providing a proper setting with adequate facilities for the negotiating participants, utilizing effective communications, and providing an escape hatch for resolving of impasses.

21. Perry, Charles R. Impasse Resolution in Teacher Negotiations. Volume III, Collective Action by Public School Teachers. Final Report. Chicago: Industrial Relations Center, Chicago University, January 1968. 207 pages. ED 021 789 MF $0.65 HC $9.87.

This volume on impasse resolution in school bargaining is part of a study of collective action by public school teachers. From a sample of eighty districts in which true impasses occurred prior to June 1965, eight school districts were chosen for intensive study. The eight case studies, based on data collected from questionnaires, interviews, written documents, and press coverage, are presented on a cross-sectional basis. Chapter I consists of introductory background. The environment for collective bargaining in each school district is analyzed in Chapter II. Chapters III and IV focus on the independent variables of conflict and power, Chapters V and VI on the dependent variables of issue settlement and long-run behavior. The summary chapter draws conclusions regarding the status of collective bargaining and the processes of resolving impasses.

22. Perry, Charles R., and Wildman, Wesley A. The Impact of Teacher Bargaining on the Schools. Volume IV, Collective Action by Public School Teachers. Chicago: Industrial Relations Center, Chicago University, May 1968. 140 pages. ED 021 790 MF $0.65 HC $6.58.

This volume is the final in a four-part series investigating teacher collective action in local school districts. It presents the results of investigations of the short-run and probable long-run impact of negotiating activity between school boards and teacher organizations in selected school districts across the country. Organization is based on discussion of five basic research problems with cross-sectional reference to the twenty-two case studies, eight of which were intensive longitudinal investigations. Chapter II is devoted to the impact of collective bargaining on the nature of the interaction between school management and the representatives of teachers, Chapter III to its impact on educational policies and programs. The effects of bargaining on the allocation of financial resources within the community and the school system and the effects on the utilization of teachers are analyzed in Chapters IV and V. Finally, Chapter VI examines the future of col-

lective negotiations in education and the probable impact of bargaining on the ability of school systems to adapt to changes in technology and environment.

23. Piele, Philip. Collective Negotiations in Education. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 3 pages. ED 025 032 MF $0.65 HC $3.29.

    A literature review examines documents on collective negotiations in education processed by the Clearinghouse on Educational Administration. Principal topics discussed are negotiating procedures, the role of the superintendent, teacher organization-school administrator relations, causes of teacher militancy, negotiation laws, and collective negotiations in higher education.

24. Piele, Philip K., and Hall, John S., comps. Administrator Techniques in Collective Negotiations; A Guide to Recent Literature. Bibliography Series, Number Eleven. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1969. 23 pages. ED 027 643 MF $0.65 HC $3.29.

    This annotated bibliography contains forty-four entries dealing with administrator techniques in collective negotiations. An index is provided for access to specific topics. These topics include (1) the scope and examples of negotiable items, (2) collecting and organizing background data, (3) the structure and composition of the negotiating team, (4) the negotiation environment, (5) ground rules and procedures for the process of negotiation, (6) proposals and counterproposals, (7) avoiding and resolving impasses, and (8) writing and implementing the final outcome. The entries date from 1966-69.

25. Redfern, George B. "The Art of Negotiation." Paper presented at the annual meeting of the American Association of School Administrators, Atlantic City, New Jersey, February 17-21, 1968. 19 pages. ED 021 332 MF $0.65 HC $3.29.

    Successful negotiations are more likely to occur if a suitable climate exists. Five general elements influence this climate: (1) the history of working relationships among teachers, administrators, and board of education members, (2) the current status of these relationships, (3) the pressures from emerging teacher organizational changes, (4) legal constraints, and (5) the predominant personal and philosophical biases of teachers, administrators, and board members. Although board members, superintendents, and staff members differ in their attitudes about negotiations, each must observe the following principles

for negotiations to succeed: manifest good faith, hold the welfare of the students above all else, share authority, recognize and respect the nature of the negotiation process, and exercise patience as negotiations proceed.

26. Rhodes, Eric. Moving Away from the Index. Alexandria, Virginia: Educational Service Bureau, Inc., 1970. 46 pages. ED 054 515 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $5.95.)

    Index salary scheduling, now in effect in many of the nation's schools, establishes percentages for teacher preparation and experience levels, and then compensates teachers by a base salary plus the appropriate percentages. However, school boards and administrators find that the plan often leads to unforeseen problems--the loss to the employer of discretionary power, locked-in costs, and teacher pressure for upward revisions. Several negotiation strategies such as forceful and intelligent bargaining, fiscal planning, and flexibility are available to school boards to abrogate some of the negative influences of the index schedule.

27. Rhodes, Eric. Promotion and Transfer as Affected by Negotiated Agreements. Alexandria, Virginia: Educational Service Bureau, Inc., 1971. 38 pages. ED 056 417 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $4.50.)

    This report analyzes the methods used by selected school districts to protect teachers from arbitrary transfer and to provide them the opportunity to be considered for promotion. Following a presentation of sample negotiation agreements, the report observes that, in most cases, promotion determination remains with management completely, and that employees are assured only of full consideration and the opportunity to apply. In the matter of involuntary transfer, the author explains that the employee often wins the right to be told why he is being transferred and in the matter of employee-initiated transfer, he wins the right to be given full consideration.

28. Robert, George F. "Role Choice of Chief School Officers in Collective Negotiations: Analysis and Description." Paper presented at annual meeting (55th) of the American Educational Research Association, New York, February 1971. 20 pages. ED 046 134 MF $0.65 HC $3.29.

    This paper contains a partial report on an empirical study to assess the utility of Gross' theory of role conflict resolution in predicting

role choice by administrators who become involved in formal collective negotiations for the first time. Some relationships between role choice and selected situational variables are also examined. The study findings conclude that (1) the Gross theory provides a useful framework for examining internal and external environmental factors, (2) the administrator role in negotiations will increasingly identify with board expectations as older and more experienced incumbents retire or seek other responsibilities, and (3) role ambivalence characterizes study subjects. In essence, role performance is consistent with an emerging "managerial" concept of school administration, but role preference is identified with the more traditionally oriented "instructional leader" image of the administrator.

29. Schmidt, Charles T., Jr., and others. A Guide to Collective Negotiations in Education. Lansing: Michigan State Board of Education, 1967. 85 pages. ED 029 397 Document not available from EDRS. (Available from Research and Planning Division, School of Labor and Industrial Relations, 402 Kedzie Hall, Michigan State University, East Lansing, Michigan 48823, $1.50 single copy, quantity discounts.)

    Three labor relations specialists present their views of the collective negotiation process in public education, based largely on their experience with educational negotiations in Michigan. Charles T. Schmidt, Jr. presents an overview of collective negotiations in education and includes a general discussion of bargaining history in the United States. The structure of the bargaining relationship is analyzed and six postulates of collective bargaining are suggested. The Chief Mediation Officer of the Michigan Labor Mediation Board, Hyman Parker, discusses key provisions of the Michigan Public Employment Relations Act and the procedures and practices of the Mediation Board under that act. Mr. Schmidt offers several suggestions related to preparing for the negotiations and the formal negotiation process. In the final chapter, Bob Repas discusses the process of agreement administration and emphasizes the purposes, characteristics, and tactics of effective grievance procedures. A bibliography citing 184 documents dealing with collective bargaining in public employment is included.

30. Shannon, Thomas A. "Significant Legislation Trends in Negotiations: Federal Law--State Law--No Law Situations." Outline of remarks at annual conference of the Association of School Business Officials, Phoenix, Arizona, October 1969. 10 pages. ED 039 645 MF $0.65 HC $3.29.

    Collective negotiations in education have become the subject of legislative proposals at federal, state, and local levels. Congress has

considered the NEA-proposed statute, the "Professional Negotiation Act for Public Education, 1969," which would regulate employment relationships between boards of education and their professional personnel. States adopting legislation substantially equivalent to this NEA proposal would not be bound by the statute. Current trends in state legislation include attempts to provide legal frameworks for dealing with impasse resolution, bargaining scope, negotiation procedure, student conduct and discipline, administrator negotiations, local teacher organization autonomy, and negotiated contract time span. Where there is no state legislation governing employer-employee relations, school districts have introduced such techniques as multilateral bargaining and "fines" for employee violation of rules and regulations.

31. Shreeve, William, ed. Negotiations in Public Education. Cheney: Eastern Washington State College, 1969. 298 pages. ED 033 475 MF $0.65 HC $9.87.

This document contains twenty-seven papers on collective negotiations in education. The papers cover the following topics: (1) the role, desirable skills, and authority of board of education members, administrators, and principals during collective negotiations, (2) the general background and status of the negotiation movement in public education, (3) the AFT, NEA, and AASA viewpoints of collective negotiations in education, (4) the scope and process of negotiation including use of a negotiating council, open versus closed negotiation, elements of a first agreement, and impasse and grievance procedures, (5) legislative, political, and financial factors affecting negotiations, and (6) recent research implications for future negotiation procedures in education.

32. Simpkins, Edward. Problems, Issues and Techniques in the Resolution of School Disputes. A Report on the Collective Negotiations Institute, 1969. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1969. 51 pages. ED 051 579 MF $0.65 HC $3.29.

The format of this paper is essentially a casebook of kinds of school disputes and dispute-causing issues. There is a discussion of the development and dynamics of types of disputes, and an indication when intervention can bring them to satisfactory resolutions. Two kinds of school disputes are emphasized: school-community and internal-organizational. The final section contains recommendations for dispute settlement, noting that negotiations can prevent disputes from becoming malevolent and/or resolve disputes after they have entered a malevolent cycle. The report also recommends the establishment

of centers for the study and resolution of school disputes. This would assist school districts in resolving internal disputes and those that result from external forces.

33. Smith, Stuart C. Collective Negotiations in Education, a Review of Recent Literature. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 8 pages. ED 018 869 MF $0.65 HC $3.29.

    Six recent books on collective negotiations are reviewed: (1) Myron Lieberman and Michael H. Moskow, "Collective Negotiations for Teachers, an Approach to School Administration," (2) Michael H. Moskow, "Teachers and Unions: The Applicability of Collective Bargaining to Public Education," (3) Stanley M. Elam, Myron Lieberman, and Michael H. Moskow, "Readings on Collective Negotiations in Public Education," (4) Robert E. Doherty and Walter E. Oberer, "Teachers, School Boards, and Collective Bargaining: A Changing of the Guard," (5) T. M. Stinnett, Jack H. Kleinmann, and Martha L. Ware, "Professional Negotiation in Public Education," and (6) Roy B. Allen and John Schmid, editors, "Collective Negotiations and Educational Administration." Among the areas discussed are negotiation history, teacher organizations, negotiable issues, strikes and sanctions, relevance of the private sector, administrator membership in teacher organizations, superintendent role in negotiations, and the future of negotiations.

34. Vantine, A. William. "Implications of Negotiation Theory for Bargaining between Teachers and School Boards." Paper presented at annual meeting (55th) of the American Educational Research Association, New York, February 1971. 20 pages. ED 050 442 MF $0.65 HC not available from EDRS. (Available from Mr. A. William Vantine, Director of Personnel, Mt. Lebanon School District, Bower Hill Road at Moffett Street, Pittsburgh, Pennsylvania 15243, $1.25.)

    This paper uses a formulation involving concepts of pure, mixed, and mutual accommodation bargaining and draws on concepts used in game theory, labor negotiations, and theories of conflict resolution. A number of variables are examined in an effort to make sense out of collective negotiations. A changing utility model is developed that can be used to plot changes in disposition and record payoffs that accrue as a result of bargaining over numerically based pure bargaining issues. The formulation was tested in a case study of negotiations. The findings of the study may be used to expand bargaining theory for education and to provide insights into the collective negotiations process.

35. Williams, Richard C. "Teacher Militancy: Implications for the Schools." In Social and Technological Change: Implications for Education, edited

by Philip K. Piele and others. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1970. 48 pages. ED 049 561 Document not available from EDRS. (Complete document, 341 pages, ED 044 833 MF $0.65 HC $13.16, also available from Publications Department, Center for the Advanced Study of Educational Administration, University of Oregon, 1472 Kincaid Street, Eugene, Oregon 97403, $3.75.)

Teacher militancy in America has substantially increased in the past decade, as evidenced by the frequency of teacher strikes. Teachers are frustrated by substandard salaries, lack of authority over teaching conditions, and absence of professional autonomy. Teachers demand greater participation in educational decision-making. Three models used in conceptualizing teacher involvement are (1) the modified hierarchy, where teachers may make recommendations but ultimate decision-making authority remains with management; (2) the academic, where certain areas of responsibility are delegated to faculty; and (3) the union, where teachers and management are regarded as conflicting parties and differences are resolved by negotiation. The present situation in public elementary and secondary education appears to favor the union model. This implies increased conflict between school managers and teachers and greater teacher participation. The ultimate impact of teacher militancy on educational quality remains to be seen.

36. Wing, Dennis R. W. Survey of Teacher/School Board Collective Negotiations Legislation. Denver: Education Commission of the States, 1971. 24 pages. ED 060 562 MF $0.65 HC $3.29. (Also available from Education Commission of the States, 1860 Lincoln Street, Denver, Colorado 80203, $1.00.)

Results of an opinionnaire sent to key state educational personnel in twenty-six states that have adopted legislation regulating teacher/school board collective negotiations are presented in this survey. The opinionnaire gathered information concerning the degree of adequacy of the legislation, the respondents' indications of the current crucial areas of teacher/school board negotiations in their states, and opinions on a number of general items of teacher/school board negotiations not restricted to the individual's own state.

37. Wollett, Donald H., and Chanin, Robert H. The Law and Practice of Teacher Negotiations. Washington, D.C.: Bureau of National Affairs, Inc., 1970. 1,567 pages. ED 044 781 Document not available from EDRS. (Available from BNA Books, 1231 25th Street, N.W., Washington, D.C. 20036, $34.50.)

Collective negotiations in public education is still in a trial and error stage, needing more clarification of the key aspects of negotiation. This book is a practical guide for teachers and teacher organizations that meet, confer, and bargain with school boards. The steps involved in collective negotiations form the chapter headings: (1) components of collective negotiations, (2) selection of a representative, (3) organizing for collective negotiations, (4) the collective negotiations process, (5) effects of the collective agreement, and (6) disputes between teacher organizations and school boards. The material reflects statutes, court decisions, administrative rulings, and other available written materials. Illustrative forms and agreements are provided.

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